

Canada's Immigration Policy: Mock Immigration Hearing

Kathleen G. Beattie, John Diefenbaker Secondary School, Bluewater District School Board

Background

I developed this fun activity several years ago and have refined and updated it over the years. **The Mock Immigration Hearing** has proven an extremely successful role playing activity in my classroom and I have shared it with dozens of colleagues who have given me positive feedback. It is intended as an alternative to the Activity #5: Immigration Policy activities outlined in the Course Profile for Geography of Canada, Grade 9, Academic (Public School Board). It also meets Applied expectations.

Strands & Expectations

Strands: Geographic Foundations: Space & Systems (SS), Global Connections (GC), Understanding & Managing Change (UM), Methods of Geographic Inquiry (MI).

Overall Expectations: SSV.04B, GCV.02B, UMV.01B, UMV.03B, MIV.02B, MIV.03D

Specific Expectations: SS1.04B, SS2.03D, SS2.04D, UM1.01B, UM1.02B, UM1.03D, M11.02B, M12.04B, M13.04D

Resources

Clark, B.W. and Wallace, J.K. 1999. *Making Connections: Canada's Geography*. Prentice Hall Ginn Canada, Scarborough, Ontario. - chapter 17 "Immigration" p. 191 - points system p. 197

Alternative: Use the Point Evaluation worksheet as a guide for students preparing immigrant profiles or the list in #1-3 below.

Activity 1: Developing Immigrant Profiles for Mock Immigration Hearing

1. Have the students work independently or divide the class into groups of 3 or 4 (3 is preferable; the groups will be necessary for Activity 2 role-playing).
2. Each student is responsible for developing a written profile of an independent (non-family) immigration candidate.
3. The immigrant profiles must include the following information:
 - applicants name, age, country of origin
 - education level attained (years of formal education)
 - specific job training (post-secondary vocational training in years)
 - occupational experience
 - any job prospects or possibilities in Canada (pre-arranged job?)

- where he or she plans to live (location plans)
- knowledge of English or French languages
- any relatives in Canada willing to help financially with the move to Canada?

Activity 2: Mock Immigration Hearing - Role playing

1. Divide students into groups of 3 (preferably) or 4. Each student will take a turn as:
Student 1: Applicant
Student 2: Immigration Officer
Student 3/4: Immigration Lawyer/ Translator (observer - helper roles)
2. Hand out the Point Evaluation worksheet for Activity 2. Student 2 (Immigration Officer) poses questions of the Applicant using the evaluation sheet as a guide.
3. Points are tallied and the applicant is either granted or denied entry based on the total.
4. Each student takes a turn as the Applicant using his or her own Immigrant Profile.
5. Optional Extension Activity: Each student, in his or her role as Immigration Officer, must compose a letter to the applicant screened to inform the applicant of the acceptance or rejection of the application, giving the rationale for the decision.

Activity 3: Debriefing

1. Canvass all students as to each individual's success or failure to gain entry.
2. Discuss how they felt in the role of Applicant and in the role of Immigration Officer.
3. Discuss their impressions of the screening process: is it good, fair, applicable to all immigrants (families and refugees are not assessed using the points system; Canada's Immigration Act is based on the principles of non-discrimination, family reunion, humanitarian concern for refugees, and the promotion of Canada's economic, social, demographic, and cultural goals).
4. Have students brainstorm a list of criteria they think should be included in the immigration screening process.
5. Show the class an overhead or two of a political cartoon on the subject of Canada's immigration or refugee policy. Excellent examples appear when it is topical news— quite frequently.

THE MONOGRAPH

CGC

Name:

Mock Immigration Hearing

Point Evaluation of Application	Point Evaluation of Application
Personal Data: Applicant's Name: <input style="width: 100%;" type="text"/> Age: <input style="width: 50px;" type="text"/> Gender: F M Country of <input style="width: 100%;" type="text"/> Present Citizenship: <input style="width: 100%;" type="text"/> Point Evaluation:	Personal Data: Applicant's Name: <input style="width: 100%;" type="text"/> Age: <input style="width: 50px;" type="text"/> Gender: F M Country of <input style="width: 100%;" type="text"/> Present Citizenship: <input style="width: 100%;" type="text"/> Point Evaluation:
EDUCATION 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 [1 point per year of formal education]	EDUCATION 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 [1 point per year of formal education]
VOCATIONAL EDUCATION (JOB TRAINING) 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 [1-3 mo = 3 pts; 1-2 yrs = 9 pts; 10 yrs = 15 pts]	VOCATIONAL EDUCATION (JOB TRAINING) 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 [1-3 mo = 3 pts; 1-2 yrs = 9 pts; 10 yrs = 15 pts]
OCCUPATIONAL (JOB) EXPERIENCE 0 1 2 3 4 5 6 7 8 [2 yrs = 4 pts; no experience = automatic refusal]	OCCUPATIONAL (JOB) EXPERIENCE 0 1 2 3 4 5 6 7 8 [2 yrs = 4 pts; no experience = automatic refusal]
DEMAND FOR OCCUPATION/SKILLS IN CANADA 0 1 2 3 4 5 6 7 8 9 10 [e.g. highly skilled trades people & computer programmers = high demand; diesel mechanics = moderate demand; unskilled work = poor demand]	DEMAND FOR OCCUPATION/SKILLS IN CANADA 0 1 2 3 4 5 6 7 8 9 10 [e.g. highly skilled trades people & computer programmers = high demand; diesel mechanics = moderate demand; unskilled work = poor demand]
PREARRANGED JOB 0 1 2 3 4 5 6 7 8 9 10 [job offer = 10 points if it cannot be filled by a Canadian]	PREARRANGED JOB 0 1 2 3 4 5 6 7 8 9 10 [job offer = 10 points if it cannot be filled by a Canadian]
LOCATION PLANS (less-populated places best) -4 -3 -2 -1 0 1 2 3 4 5 [e.g. Alta. & Sask. = 5; Southern Ontario = -3; Toronto = -4]	LOCATION PLANS (less-populated places best) -4 -3 -2 -1 0 1 2 3 4 5 [e.g. Alta. & Sask. = 5; Southern Ontario = -3; Toronto = -4]
AGE 0 1 2 3 4 5 6 7 8 9 10 [21-44 yrs = 10; minus 2 pts per yr if <21 or >44]	AGE 0 1 2 3 4 5 6 7 8 9 10 [21-44 yrs = 10; minus 2 pts per yr if <21 or >44]
KNOWLEDGE OF ENGLISH/FRENCH 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 [read, write & speak English or French = 5 pts; knowledge of both Official Languages = 15 pts]	KNOWLEDGE OF ENGLISH/FRENCH 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 [read, write & speak English or French = 5 pts; knowledge of both Official Languages = 15 pts]
KINSHIP BONUS 0 1 2 3 4 5 [relatives guarantee financial assistance]	KINSHIP BONUS 0 1 2 3 4 5 [relatives guarantee financial assistance]
PERSONAL SUITABILITY 0 1 2 3 4 5 6 7 8 9 10 [interview success rated by Immigration Official]	PERSONAL SUITABILITY 0 1 2 3 4 5 6 7 8 9 10 [interview success rated by Immigration Official]
TOTAL POINTS SCORED: <input style="width: 100px;" type="text"/> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> 70 pts qualifies skilled worker for entry 25 pts qualifies business investor applicant (who will start or buy a business or employ a Canadian) <70 pts or <25 pts disqualifies applicant </div> <div style="margin-top: 10px;"> <input type="checkbox"/> APPROVED ENTRY TO CANADA <input type="checkbox"/> DENIED ENTRY TO CANADA </div>	TOTAL POINTS SCORED: <input style="width: 100px;" type="text"/> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> 70 pts qualifies skilled worker for entry 25 pts qualifies business investor applicant (who will start or buy a business or employ a Canadian) <70 pts or <25 pts disqualifies applicant </div> <div style="margin-top: 10px;"> <input type="checkbox"/> APPROVED ENTRY TO CANADA <input type="checkbox"/> DENIED ENTRY TO CANADA </div>